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ABSTRACT

These instructional objectives have been selected from materials used at Golden West College (California). These objectives are offered simply as samples that may be used where they correspond to the skills, abilities, and attitudes instructors want their students to acquire. These objectives may also serve as models for assisting instructors to translate their courses into specific measurable terms. For other objectives in a related course see: ED 033 706 (Journalism). (MB)

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Instructional Objectives for Junior College Courses in Journalism: Newswriting and Reporting; Advanced Newswriting

Journalism 20A - Newswriting and Reporting
Journalism 20B - Advanced Newswriting
Golden West College
Huntington Beach, California

JC 720 211

UNIVERSITY OF CALIF.
LOS ANGELES

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INFORMATION

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ERIC Clearinghouse for Junior Colleges

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JOURNALISM 20A

FALL 1969

Units of Instruction		Weeks (Approximate)
A.	Writing: A Matter of Skill & Style	1, 2, 3
B.	The Reporter: Freedom with Responsibility	4
C.	Newsgathering: Past, Present & Future	5
D.	Newswriting: Leads & Body Styles	6
E.	Newswriting: Find the Angle	7, 8
F.	Newswriting: Style, Review & Improvement	9
G.	Responsibility: Ethics & Libel	10
H.	Production: the Editor's Job	11
I.	Publication	12, 13
J.	Reporting: Keep It Clear, Keep It Current, Keep It Interesting, Keep It Local	14
K.	Reporting: Make It Count (Interpretative Reporting)	15

MATERIALS OF INSTRUCTION

Required Texts and Manuals:

MacDougall, Curtis D., Interpretative Reporting, 5th ed., New York: The Macmillan Co., 1968.

The Associated Press, Stylebook, New York: The AP, 1968.

A dictionary.

Strunk, William Jr., and E. B. White, The Elements of Style, New York: Macmillan Paperbacks, 1959.

Library Materials (in which assignments are made):

Casty, Alan, Mass Media and Mass Man, New York: Holt, Rinehart and Winston, Inc., 1968.

Emery, Edwin, Phillip H. Ault and Warren K. Agee, Introduction to Mass Communications, 2nd ed., New York: Dodd, Mead & Co., 1965.

McLuhan, Marshall, The Medium Is the Massage, New York: Bantam Books, 1967.

Charnley, Mitchell V., Reporting, 2nd ed., New York: Holt, Rinehart and Winston, Inc., 1966.

J20A - Grading Policy

Percentage of Grade:

Participation on class issue of Branding Iron	20%
Unit tests and midterm	20
Class assignments	30
Final exam	10
News quizes	5
Class participation	10
Press conference	5

Figuring grades:

To receive a C in any area, student must meet stated standards; A and B grades indicate performance above the stated level.

To receive a C in the course, the student must average a C grade when all above areas are considered (i.e., a B on BI participation and D on unit tests and midterm would average to a C in these areas, since they carry equal weights).

Stories must be corrected and returned to receive assigned grades.

Late:

All late stories will be dropped minimum of one grade--unless previously approved as late by instructor.

LEADS CHECK SHEET

	Sup. (1)	Above Ave. (2)	Ave. (3)	Needs Imp. (4)	Not Accept. (5)
A. Content					
1. "Most Important" item selected skillfully					
2. "Most Important" item presented effectively					
3. Accurate * & clear					
4. Written to catch reader interest					
5. Fair and objective					
B. Style					
6. Economical word use					
7. Choice of words					
8. Grammar					
9. Spelling *					

*Misspelled name gives automatic F.

Score: _____

Grade: _____

Grading:

9 - 13	A
14 - 22	B
23 - 31	C
32 - 40	D
41 & over	F

NEWS STORY CHECK SHEET

	Sup. (1)	Above Ave. (2)	Ave. (3)	Needs Imp. (4)	Not Accept. (5)
A. Lead					
1. Good selection of "most important" item					
2. Facts correct					
3. Written to catch reader interest					
B. Body					
4. Follows through smoothly					
5. Transitions					
6. Facts correct					
7. Complete					
8. Fair & objective					
C. Style					
9. Word selection					
10. Grammar & spelling*					
11. Organization & design					

*Misspelled name gives automatic F.

Score: _____

Grade: _____

Grading:

11 - 17 A
18 - 29 B
30 - 38 C
39 - 49 D
50 and over F

ORGANIZATION OF INSTRUCTIONAL UNITS

A. Writing: A Matter of Skill and Style

The good writer is a craftsman with words. Grammar is a tool of his trade; style is his trademark. Skill and style are needed by all writers, as much by the journalist as the novelist, essayist or short story writer.

1. Goal: The student will understand basic rules of grammar and apply them in his writing.

   a. Objective: In class, the student will actively participate in discussions of grammar, based on reading of Strunk & White.

   b. Objective: In class, student will complete worksheets related to grammar as presented in S&W.

   c. Objective: Student will complete dittoed homework, showing acceptable correction of 80% or errors.

   d. Objective: In unit test, student will correct at least 80% of grammatical errors. Use of S&W or other aids acceptable.

2. Goal: Student will understand and apply rules regarding word usage as outlined in S&W.

   a. Objective: Student will participate in class discussion of word usage.

   b. Objective: In class, student will complete work sheet(s) related to word usage.

   c. Objective: Student will complete assigned homework.

   d. Objective: In unit test, student will show ability to use words correctly by scoring at least 70% on test questions.

   Sample:

   Cross out unnecessary words; improve poor ones:

   The affect was due to improper lighting.

3. Goal: The student will understand rules for developing writing style as presented by S&W.

   a. Objective: The student will participate in class discussion of style.

   b. Objective: Student will find an example of good journalistic writing, example to be pasted on piece of notebook paper. On second sheet, student will note why he believes this to be good writing, relating to S&W wherever possible.

4. Goal: Student will understand reporter's responsibility to edit his own copy; he will begin learning & applying editing skills.

   a. Objective: In class, student will complete worksheets based on AP Stylebook.

   b. Objective: Student will complete homework exercises based on Stylebook.

   c. Objective: In unit test student will show recognition of rules in Stylebook by completing relevant exercises with 70% accuracy in both corrections and symbols. Use of Stylebook and dictionary acceptable.

Reading assignment:

Strunk & White, The Elements of Style

AP: Writing for AP

AP Stylebook

B. The Reporter: Freedom with Responsibility

Today's reporter never yells, "Stop the presses!" He regularly meets deadlines through skill, training and background. He needs a broad background of knowledge to write intelligently; he recognizes the need for ethics and responsibility in his profession.

1. Goal: The student will understand the rule of the contemporary reporter and the preparation that is best for the job.

   a. Objective: During unit test student will correctly complete 60% of multiple choice statements regarding background and performance of a reporter.

      Sample: Interpretative reporting is
      a. a lengthy story
      b. a feature
      c. "depth" writing

2. Goal: The student will understand development of "freedom of the press."

   a. Objective: During unit test student will correctly complete 60% of statements concerning development of freedom of the press.

      Sample: Peter Zenger was
      a. a colonist tried for libel
      b. first editor of the N.Y. Times
      c. the Puritan who proclaimed press freedom

3. Goal: The student will understand the ethics of journalism and why they are necessary in reporting.

   a. Objective: In class discussion student will tell why he believes the Branding Iron should or should not publish a story about three students arrested on campus while allegedly smoking pot. There is no "right" answer; student should consider ethical problems.

4. Goal: The student will begin applying news writing skills.

   a. Objective: Outside of class, student will write news story as assigned, paying attention to: 1) lead (interesting and informative), 2) body (logical and complete) and 3) style rules. Story shall be rewritten to correct errors and to rate at least C grade on grading scale.

5. Goal: The student will be aware of current events.

a. Objective: The student will show his continuing awareness of news by correctly answering 60% of questions on weekly news quizes.

Reading assignment:

MacDougall, Interpretative Reporting, Chapter 1

Emery, Introduction to Mass Communications, Chapt. 3, "Theories and Realities of Press Freedom."

Casty, Mass Media and Mass Men, pp. 185-188, "The Need for Interpretative Reporting," by Elmer Davis.

C. Newsgathering: Past, Present & Future

Newspapers and other printed news media actually have a relatively brief historical tradition. Notable editors and writers speeded their development. Today's reporter can continue this tradition through knowledge of newsgathering techniques and skill in using them.

1. Goal: The student will understand the development of the print media and the differing roles played by media today.

a. Objectives: Marshall McLuhan claims a 500-year-old "typographic and mechanical" era is ending and an "electric galaxy of events" has begun. The electronic media are displacing the print media, he suggests. In a paper written out of class, tell in 200-300 words why you agree or disagree with McLuhan.

b. Objective: During unit test student will accurately complete 60% of statements by filling in blanks, matching items, etc.

Sample: Benjamin Day's New York Sun showed that advertising could make a newspaper independent. The Sun, begun in 1833, was first of the _____ press.

2. Goal: The student will understand some of the problems a reporter faces in gathering a story and some of the techniques helpful in getting facts.

a. Objective: During unit test student will correctly identify 70% of statements as to whether or not they are good journalistic practice.

Sample: Mark (1) if the statement is good journalistic practice; (2) if it is bad practice:

— A reporter frequently must conceal his identity to obtain facts needed for a story.

3. Goal: The student will apply writing skills.

a. Objective: During laboratory period exercise, student will improve his skill at analyzing facts and writing leads through assigned work and classroom discussion.

b. Objective: The student will improve lead-writing skills by rewriting four poorly written leads. In each case the "most important" detail will be selected and prominently displayed in the lead. Leads will be revised to correct errors and to earn minimum of C grade on check sheet.

Reading assignment:

MacDougall, Chapter 2.

Emery, Chapter 5, "Growth of the Print Media."

McLuhan, The Medium Is the Massage.

Casty, pp. 35-62: "The New Languages," Edmund Carpenter; "Media Hot and Cold," McLuhan, and "Against McLuhan," Benjamin DeMott.

Playboy interview with McLuhan

D. Newswriting: Leads & Body Styles

No matter how much information a reporter gathers, he won't put across his story unless it is effectively organized and presented. Knowledge of some traditional techniques will help him develop his own style.

1. Goal: Students will develop skills of news presentation.

a. Objective: Each student will write a news story based on individual assignment given in class.

2. Goal: The student will recognize some of the traditional forms of news presentation.

a. Obj.: During unit test the student will accurately complete 70% of test sentences by filling blanks, selecting multiple choice answers, etc.

Sample: The most common type of news story presentation is
a. the narrative
b. the inverted pyramid
c. the pyramid

3. Goal: Student will realize that different writing styles are required for different reading audiences.

a. Obj.: Out of class, the student will clip stories about the same event from two different media (i.e., Los Angeles Times and Santa Ana Register). Each story to be pasted on separate sheet of paper, with source, date and page noted. Student to list briefly any differences he sees in writing style, approach, presentation.

Reading assignment:

MacDougall, Chapt. 3.

Casty, pp. 168-171: "The Nature of News," by Wilbur Schramm.

E. New writing: Find the Angle

If a reporter gathers adequate information and then discovers a good lead for his story, the rest of the writing often is simple.

1. Goal: The student will recognize good leads and develop skill in writing different types.

a. Obj.: Student will develop skills of writing "5Ws and 1H" leads through class-period exercise using ditto'd work sheets. Each acceptable lead must include the 5Ws and 1H (who, what, where, when, why, how) unless specifically noted.

b. Obj.: Student will develop skills in writing a variety of news leads during class-period exercise, using dittoed work sheets.

c. Obj.: Student will improve skills of writing feature leads by completing dittoed work sheets. Acceptable leads should show skillful choice of featured items, as well as careful writing.

d. Obj.: In unit test, student will show ability to select lead items and present them accurately and attractively.

2. Goal: The student will improve skills of writing compatible leads and body copy.

a. Obj.: Student will write assigned story out of class, paying special attention to lead and follow-through. Story to be typed, double-spaced, 1½-2 pages in length.

3. Goal: The student will recognize outstanding use of lead varieties by professional writers.

a. Obj.: Student will clip or copy examples of 5 different lead styles as used by professional journalists. Name each type.

b. Obj.: In unit test, student will identify 80% of lead styles in given examples.

Reading assignment:

MacDougall, Chapters 4 and 5

F. Newswriting: Style, Review & Improvement

For a good reporter, work on style is a continuing process.

1. Goal: Student will recognize and apply rules of punctuation, capitalization, abbreviation, use of numerals, correct spelling, and use of titles as outlined in AP Stylebook.

   a. Obj.: During lab period, student will correct at least 70% of style errors on dittoed work sheet. May use Stylebook & dictionary.

   b. Obj.: During unit test student will correct at least 80% of errors. Stylebook and dictionary may be used.

      Sample: Find and correct style errors in following:

      ThE Romo measuad ten by twenty-vife fete.

2. Goal: The student will use basic copyreading symbols.

   a. Obj.: During unit test, student will use copyreading symbols to correct errors and give directions to printer. Required accuracy of symbols: 80%.

3. Student will appreciate superior use of words and will use words to present stories that are both accurate and interesting.

   a. Obj.: Student will display ability to use words effectively in writing assigned feature story. Story is to be typed, double-spaced, 1½-3 pages in length.

   b. Obj.: In assigned news story, student will pay attention to word usage. Story to be 1-2 pages in length.

   c. Obj.: Outside of class, student will find stories about the same event in two sources. Clip & paste stories. Tell briefly why one story makes better use of words than the other does. Relate where possible to Strunk & White, AP booklets, MacDougall, etc.

Reading assignment:

MacDougall, Chapters 6 and 7, plus pp. 491-505 ("Features")

AP Stylebook

Strunk & White, The Elements of Style

G. Responsibility: Ethics & Libel

Some responsibilities of the reporter fall within the realm of ethics; others are legally defined within the laws of libel. Accurate, fair reporting, with respect for both ethics and the laws of libel--these must be part of the journalist's trade.

1. Goal: The student will know and be able to apply basic concepts and laws of libel.

   a. Obj.: During unit test, student will correctly complete 70% of multiple choice statements concerning libel.

      Sample: An adult picked up by police for a criminal act may be named in a news story as soon as
      a. he is in police custody
      b. he is booked
      c. he calls his attorney

   b. Obj.: Outside of class, student will complete dittoed exercise, correctly identifying 70% of news story sentences containing apparent libelous or unethical statements, telling why each decision was made in 50 words or less.

2. Goal: Student will recognize the typical newsroom set-up and line of authority or responsibility, and be able to apply this to the Branding Iron.

   a. Obj.: During class discussion, students will choose Branding Iron editor-in-chief for class edition of paper. With editor-in-chief in charge, students will discuss duties and responsibilities of other positions. Editor-in-chief will name page editors.

   b. Obj.: During unit test, student will accurately complete 70% of multiple choice statements regarding newspaper organization.

      Sample: The publisher of a junior college newspaper is
      a. the associated student body
      b. the school president
      c. the district board of education

Reading assignment:

MacDougall, Chapter 8

Emery, Chapter 9, "Newspapers"

H. Production: the Editor's Job

After the stories, pictures and other material are in, the editors take over. They have final responsibility for accuracy; they must make sure copy is marked correctly for the printer; they must write heads; they must dummy pages to show type and art placement.

1. Goal: The student will learn basic rules for head writing.

   a. Obj.: Given head schedule and stories, student will write heads for stories. Head count limits will be stated and must be observed 100%. Heads must be applicable to stories; each acceptable head must have subject and verb.

   b. Obj.: After writing assigned news story, student will write three suggested heads.

   c. Obj.: In unit test, student will write heads as specified. Counts must be observed 100%.

2. Goal: The student will learn basic rules for page makeup.

   a. Obj.: The student will draw a page 1 dummy, copying a recent Branding Iron issue. Dummy to show: story positions, with head sizes and slugs; art with slug and caption placement, plus relation to any stories; masthead.

   b. Obj.: Given a dummy sheet, student will draw a proposed page 1 layout for Branding Iron.

   c. Obj.: In class discussion, student will help critique other students' proposed page 1 makeups.

I. Publication

The final determination of a journalist's skills is based on the product.

1. Goal: Students will produce issue of Branding Iron.

   a. Obj.: All executive roles will be assumed by chosen editors, who will be responsible for:
      1) assignment of stories and photos
      2) editing of completed stories
      3) head and caption writing
      4) makeup
      5) editorial conference
      6) production (in shop)

   b. Obj.: Students not handling editing jobs will fulfill assignments of editors, observing:
      1) deadlines
      2) style rules
      3) rules on accuracy
      4) editor's decision on length and need for rewriting

      Students will copyread own stories for style errors before turning in.

   c. Obj.: Each student will complete minimum of two assignments for issue of BI.

J. Reporting: Keep It Clear, Keep It Current, Keep It Interesting, and Keep It Local

A reporter's skills must be many. In telling a story, he should ask himself several questions, including these: Are the individuals identified with 100% accuracy? Does the story lead off in an interesting way? In a running story, is today's lead worthwhile and current? Is a local angle played up if available? Asking the same questions while gathering information ensures that the information will be available to write up.

1. Goal: Student will understand techniques of handling running stories.

   a. Obj.: Outside of class, student will clip articles for three days on continuing story. Analyze techniques used, i.e., new news break, feature angle, expert analysis.

2. Goal: Student will show skill in selecting angles for breaking and running stories.

   a. Obj.: Given dittoed "fact sheets" student will select lead angles & write leads.

   b. Obj.: In unit test, student will select lead angles and write leads, based on fact sheets.

c. Obj.: In press conference with school official (or other source) student will ask questions on topics of their choice and write stories for Branding Iron. Stories to be 1½-2 pages, typed, double-spaced. Successful completion of assignment requires that student participate in press conference as well as write story.

Reading assignment:

MacDougall, Chapt. 9

K. Reporting: Make It Count (Interpretative Reporting)

Often the mere telling of facts does not tell the whole story--interpretation is needed to make the facts meaningful to the reader.

1. Goal: The student will understand the term "interpretative reporting"--what it is and when it is needed.

   a. Obj.: The student will find one example of interpretative reporting in any medium (if TV or radio, write a brief description) and type a critique, 1 page or less, double-spaced. Consider both a) skill in interpretation and b) need for interpretation.

2. Goal: Student will be able to apply knowledge of interpretative reporting techniques.

   a. Obj.: Student will apply techniques of interpretative reporting in writing assigned story.

Reading assignment:

MacDougall, Chapter 10

JOURNALISM 20B

Spring 1969

Units of Instruction:	Weeks
I. Special types of news writing	
A. Editorials	1,2
B. Interviews	3
C. Reports of speeches	4
II. Special Events or Areas	
D. Accidents, Disasters, Fires	5
E. Police, Crime	6,7
F. Courts	8
G. Politics and Elections	9
H. Government	10
III. Department Beats	
I. Women's Pages	11
J. Sports Pages	12
K. Entertainment Pages	13
L. Business, Labor	14
M. Science	15

GOLDEN WEST COLLEGE
Huntington Beach, California 92647

J20B - Check-off Sheet

Clippings:

A ___	E ___	I ___	M ___
B ___	F ___	J ___	
C ___	G ___	K ___	
D ___	H ___	L ___	

Stories to be covered & written:	Due date	
1. Personality interview	Feb. 28	____
2. Speech	Mar. 7	____
3. Police station	Mar. 28	____
4. Court	Apr. 11	____
5. Governmental body	May 2	____
6. Sports event	May 16	____

Additional writing assignments:		
1. Editorial	Feb. 14	____
2. News conference with school official	Feb. 21	____
3. News conference with women's page writer	Apr. 25	____
4.		____
5.		____
6.		____

J20B - Grading Policy

Percentage of Grade:

Stories you cover	40%
Scrapbook (clippings)	15
Class assignments	20
" participation	15
News quizes	5
Mid-term, final	5

Rewrites:

On stories you cover, stories may be re-written to improve grade, in which case you will receive average of two grades. Or you may cover another event, in which case you will receive higher of two grades.

Lates:

All late stories will be dropped one grade.

To receive an "A":

Stories you cover -- all on time, average grade high B

Scrapbook -- all 13 in, on time, generally well done

Class assignments -- all on time, average grade high B

Class participation -- regular, informed, voluntary

News quizes -- 6 out of 10 right on all but 2 tests

Mid-term, final -- 80% right on multiple choice, matching, etc.

***Misspelling a name gives an automatic "F" on a story.

Materials of Instruction

Required Texts and Manuals:

MacDougall, Curtis D., Interpretative Reporting, 5th Ed., New York: The Macmillan Co., 1968. (Chapters 11-20)

The Associated Press, Stylebook, New York, the AP, 1968

A dictionary

Library Materials (in which assignments are made):

Casty, Alan, Mass Media and Mass Man, New York: Holt, Rhinehart and Winston, Inc., 1968.

Harriss, Julian, and Stanley Johnson, The Complete Reporter, 2nd Ed., New York: The Macmillan Co., 1965.

Charnley, Mitchell V., Reporting, 2nd Ed., New York: Holt Rhinehart and Winston, Inc., 1966.

ORGANIZATION OF INSTRUCTIONAL UNITS

A. Editorials

The editorial is opinion--yet must be based on fact. The writer must take special care that while he is expressing opinion, the reader receives information needed to judge that opinion. Ideally, the editorial is a service feature to help the reader--not just a statement of opinion to sway him.

1. Goal: The student will gain skill at evaluating editorial topics and presentation.

   a. Objective: On a piece of notebook paper, the student will clip and paste an editorial found in a current local newspaper. On the same or a second sheet, the student will note: 1) facts included as basis for editorial, 2) main point of view presented, 3) major arguments in support of point of view. In addition, student will write brief critique (short paragraph) pointing out good and/or bad features of editorial.

   b. Objective: The student will participate in class discussion of editorials submitted by students (2).

   c. Objective: The student will submit a list of at least three topics he feels deserve editorial attention by the Branding Iron.

2. Goal: The student will develop skill in researching and writing editorials.

   a. Objective: The student will write an editorial on one of the three topics he submitted. Editorial to be 1-1 1/2 pages in length, typed, double-spaced. Editorial is to include writer's opinion, factual basis for article, support of argument and conclusion.

Reading Assignment:

Harriss & Johnson, The Complete Reporter, pp. 391-394.

B. Interviews

Interviews are frequent bases for both news stories and features. Their use can lend authority and color to a story.

1. Goal: The student will be aware of the use of interviews by contemporary reporters.

   a. Objective: The student will clip and paste an interview story from a current newspaper. Evaluate the story in terms of: 1) general presentation, 2) use of interview, 3) completeness and 4) accuracy.

2. Goal: The student will be able to participate in a group interview (press conference) and write a story based on it.

   a. Objective: Given a topic for a story, the student will participate in a class news conference, asking questions pertinent to the story and making sure all necessary information is acquired.

   b. Objective: The student will write a story suitable for the Branding Iron based on the news conference.

   c. Objective: The student will participate in class discussion of student stories based on the news conference.

3. Goal: The student will develop and use skills of conducting and reporting the personality interview.

   a. Objective: Using featurized approach, student will submit personality interview based on talk with approved subject. Story to be approximately two pages, double-spaced, typed. Grade on basis of interest, accuracy and news peg or other items making it worth newspaper space.

Reading Assignment:

MacDougall, Interpretative Reporting, pp 234-236.

Charnley, Reporting, chapter 14.

C. Speeches

One of the common assignments given a reporter is to cover a speech; the ability to write a good report on a speech often seems an uncommon skill.

1. Goal: The student will be able to recognize and evaluate news stories based in whole or in part on speeches.

   a. Objective: The student will clip and paste a story based in whole or part on a speech. Analyze in terms of: 1) interest, 2) accuracy, 3) number of quotes and paraphrases, 4) other information about event (i.e., description of speaker, crowd, etc., importance of event), and 4) other related information.

2. Goal: The student will display skill in selecting and covering newsworthy speeches.

   a. Objective: The student will select a speech to cover and submit a news story based on it. Story to show general newswriting skills, including accuracy, objectivity, good writing, etc.

Reading Assignment:

MacDougall, Chapter 12.

D. Accidents, Disasters, Fires: Death and Illness

Accidents, disasters and fires provide some of the biggest news stories. Here, as well as in stories of illness and death, accuracy in identification is of extreme importance.

1. Goal: The student will gain skill in evaluating news stories in these categories.

   a. Objective: The student will clip and paste an obituary (more than just a death notice). Evaluate in terms of 1) presentation, 2) accuracy and completeness, 3) interest.

   b. Objective: The student will clip and paste a news story relating to an accident, disaster, fire or illness. Evaluate in terms of 1) presentation, 2) accuracy and completeness, 3) interest.

2. Goal: The student will be able to write news stories in these categories.

   a. Objective: The student will write news stories based on fact sheets. Stories will be graded on: 1) completeness, 2) accuracy, 3) interest, and 4) presentation.

Reading Assignment:

MacDougall, chapter 12.

E. Police, Crime

Assignment to a police beat is often one of the first jobs for a beginning reporter. Knowledge of police work and practices is essential for any good reporter.

1. Goal: The student will gain skill in evaluating work of the police reporter.

   a. Objective: The student will clip and paste at least one police story which he feels to be either good or bad example of reporting. Evaluate in terms of: 1) presentation, 2) accuracy, 3) completeness, 4) interest.

   b. Objective: The student will participate knowledgeably in class discussion on free press::fair trial. He will quote from at least one article he has read on subject (name of article to be submitted on 3x5 biblio card).

   c. Objective: The student will participate knowledgeably in class discussion on TV-press provocation or riots, violence, etc. He will be able to quote from at least one article he has read on subject (name on card).

2. Goal: The student will display personal knowledge of police work and increase his skills in reporting police news.

   Choose one of first two:

   a. Objective: The student will write a feature story based on his own experience. Acceptable topics include: 1) Personality interview with police chief, head of detectives, head of juvenile department, freeway motorcycle officer; 2) What it's like in police station between midnight and 6 a.m. (spend at least an hour); 3) Riding overnight shift with patrolman in police car.

   b. Objective: The student will write a police news story based on information he gathered at police station. At end of story, list sources consulted (police blotter, desk sergeant, detective, etc.).

   c. Objective: Given police report fact sheets, student will write stories which are accurate, factual, complete and interesting.

Reading Assignment: MacDougall, chapter 14

F. Courts

Court coverage requires an extensive knowledge of the judicial system--yet the beginning reporter is apt to be assigned a beat including courts on his first job. It is essential to know the basics--and where to go for further information.

1. Goal: The student will be aware of the responsibilities of court coverage and be able to evaluate the skills of reporters covering courts.

   a. Objective: The student will clip and paste an example of court trial story. Evaluate in terms of 1) accuracy, 2) fairness, 3) completeness, and 4) interest.

2. Goal: The student will increase his knowledge of courts and ability to report on the same.

   a. Objective: The student will write a story based on a court trial or session he attended. Story may be either news or feature.

Reading Assignment:

MacDougall, Chapter 15.

G. Politics, Elections

Politics may take place on any level, from campus to international. All levels are of interest to the reporter.

1. Goal: The student will increase his understanding of the reporter's job in covering the political scene.

   a. Objective: The student will clip and paste a story relating to politics or elections. Evaluate in terms of 1) importance, 2) accuracy, 3) completeness, 4) interest.

   b. Objective: The student will participate knowledgeably in classroom discussion of GWC politics. Brand Iron role in campus politics will be discussed.

Reading Assignment: MacDougall, Chapter 16.

H. Government

Government--from local to national--always acts as a major news source for news media.

1. Goal: The student will demonstrate skill at recognizing and evaluating stories based on governmental activities.

   a. Objective: Student will clip and paste government story. Evaluate in terms of 1) level of government represented, 2) interest, 3) accuracy, 4) completeness.

2. Goal: The student will demonstrate skill in covering governmental news.

   a. Objective: The student will attend and report on a meeting of a government body. Acceptable: city council, school board, county supervisors. Story may cover only one item discussed or entire agenda. Story will be graded on interest, accuracy, completeness.

Reading Assignment: MacDougall, Chapter 17.

I. Women's Pages

A generation ago, the women's section featured "society." Today the emphasis is on news of general interest to women. In fact, many women's sections now bear titles like "Family Section" or "People Section" or simply "Section IV"--and aim to appeal to men and young adults as well as women. Featurized news frequently is spotlighted.

1. Goal: The student will become aware of current trends in women's news reporting.

    a. Objective: The student will clip the first page of the women's section in a local paper. List types of stories: i.e., society, feature, column, fashion, etc.

2. Goal: The student will demonstrate ability to "cover" and write a women's page story.

    a. Objective: The student will participate in a news conference with a local women's news reporter and write a feature story based on information gathered.

J. Sports

Sports reporting tends to be an exclusive domain for the sports writer. Yet, the all-round reporter should be able to handle sports assignments when necessary.

1. Goal: The student will show ability to evaluate sports stories.

    a. Objective: Student will clip and paste report of a sports event. Evaluate in terms of 1) interest, 2) accuracy, 3) completeness, 4) any special writing style.

2. Goal: Student will show skill in writing sports stories.

    a. Objective: Student will attend sports event and write a report on it. Story to be evaluated in terms of interest, accuracy and completeness.

Reading Assignment: MacDougall, pp 473-479.

K. Entertainment

Reporters specializing in writing for entertainment pages sometimes become celebrities themselves; general news reporters often don't consider entertainment writers as bona fide members of the reportorial staff. Yet, entertainment writers turn out some of the most newsy, best-read copy appearing in the paper.

1. Goal: Student will use critical skills in examining entertainment pages.

   a. Objective: Student will clip first page in entertainment section of local paper. Note: 1) number of columns, 2) number of reviews, 3) news stories, 4) opinion stories.

2. Goal: Student will show ability to talk with and write about entertainment figure.

   a. Objective: Student will participate in news conference regarding entertainment industry and write story on same. Story to be graded on interest, accuracy, completeness.

Reading Assignment: MacDougall, pp 479-490.

L. Business, Labor

Business and labor may interact to create news--or may develop stories independently. On many large papers, specialized reporters handle such news. On small papers, the general news reporter must be able to handle these stories.

1. Goal: The student will recognize the scope and importance of media business and labor coverage.

   a. Objective: Student will clip business news page and list types of stories--i.e., interpretative, stock market reports, straight news, etc.

2. Goal: Student will show skill in handling interviewing and writing for business page.

   a. Objective: In press conference, or working from releases, student will gather information for business story. Grade to be based on story's accuracy, newsworthiness, interest, completeness.

Reading Assignment: MacDougall, chapter 18.

M. Science

In our increasingly complex society, one of the areas demanding special skills is science reporting. Some media employ Ph.D.s as reporters. There is, however, no excuse for even a beginning reporter to turn in a story based on inaccuracies or lack of knowledge.

1. Goal: The student will recognize the importance of science reporting in mass media.

   a. Objective: The student will clip and paste an interpretative science report. Evaluate in terms of 1) interest, 2) accuracy, 3) completeness, 4) writer's skill at presenting scientific information in common terms.

2. Goal: Student will gain skill at presenting scientific information in clear, informative manner.

   a. Objective: Given information through fact sheets or press conference, student will write science story. Grade will be based on accuracy, interest, clarity, completeness.

Reading Assignment: MacDougall, Chapter 19.